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ABSTRACT

THIS COMPOSITE, DESCRIPTIVE REPORT DESCRIBES THE 23 NDEA TITLE V-A PILOT ELEMENTARY GUIDANCE PROGRAMS WHICH HAVE OPERATED IN MICHIGAN DURING THE FISCAL YEAR 1968-69. THESE SHORT SUMMARIES REPRESENT CONDENSATIONS OBTAINED FROM THE APPLICATIONS OF PILOT PROGRAMS. EACH SUMMARY INCLUDES THE DISTRICT NAME, THE SUPERINTENDENT, THE CONTACT PERSON, AND THE COUNSELORS. A BRIEF DESCRIPTION OF THE LOCAL SETTING IS PROVIDED. THIS IS FOLLOWED BY A STATEMENT OF PURPOSES OR OBJECTIVES OF THE PROGRAM. THE SCOPE OF THE PROGRAM CONCLUDES THE SUMMARY. TRENDS NOTED FOR MOST DISTRICTS INCLUDE A POSITIVE ATTITUDE BY PARENTS, AND GREATEST SATISFACTION BY COUNSELORS IN INDIVIDUAL CONTACTS AND SMALL GROUP WORK. (AUTHOR/KJ)

ED0 359930

Elementary Guidance

DESCRIPTIVE REPORT OF MICHIGAN'S NDEA PILOT PROGRAMS

MICHIGAN DEPARTMENT OF EDUCATION 1969

CGO 04942

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

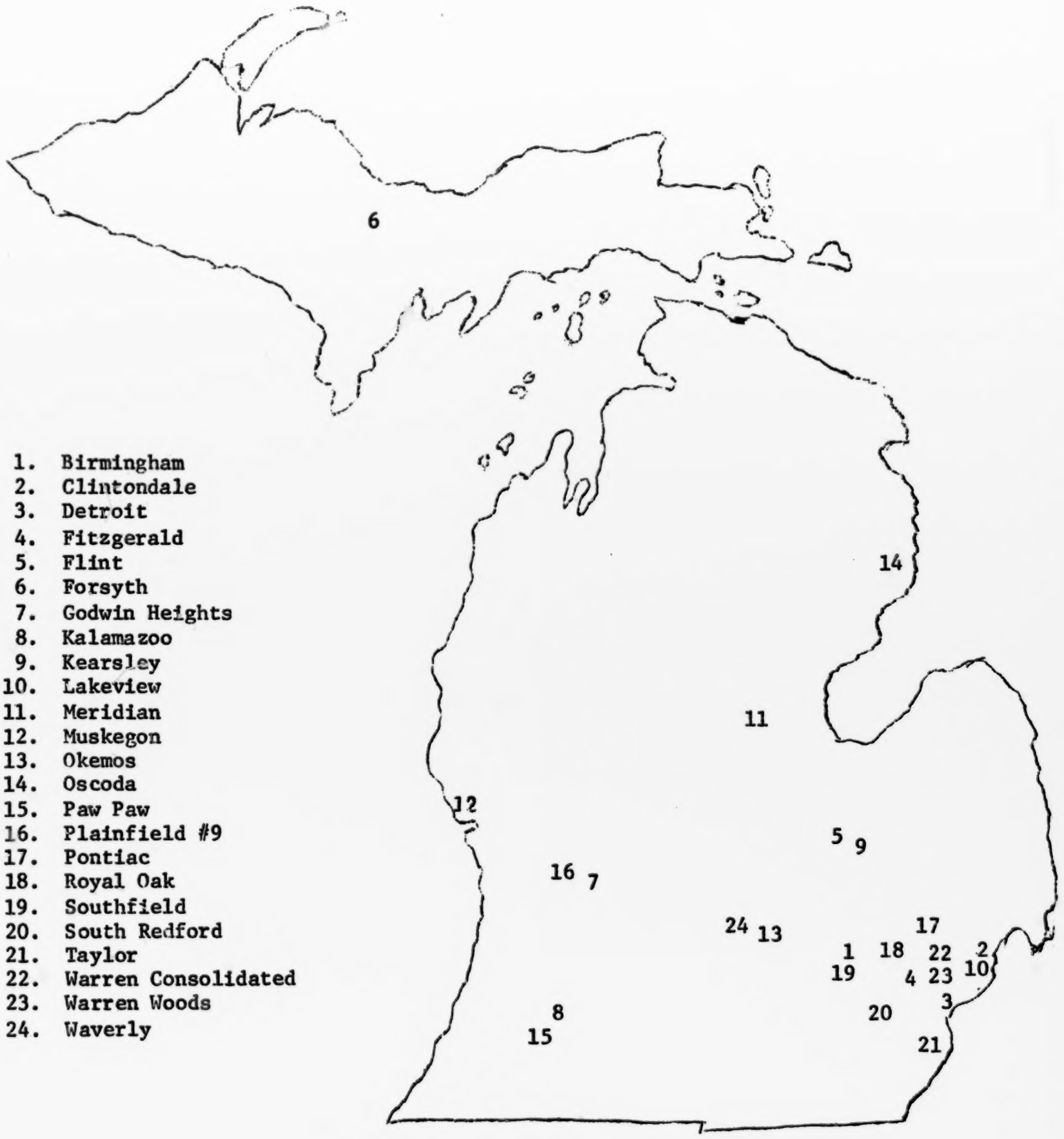
This composite, descriptive report describes the twenty-three NDEA Title V-A pilot elementary guidance programs which have operated in Michigan during the fiscal year 1968-69. This, our third bulletin, is being made available to provide current information concerning our pilot elementary guidance programs.

These short summaries represent condensations obtained from the applications of pilot programs. This summary was done in an attempt to keep the publication brief and at the same time to provide essential information. Those persons who desire more information about a particular program should direct their communications to the contact person listed.

Our department is pleased to have worked with these local districts who are making significant progress in developing effective guidance programs. At this time we wish to commend our elementary consultants and counselors, supervisors, other local administrative personnel, and the counselor educators of Michigan's institutions of higher education for their efforts to support and encourage this emerging and challenging new service to elementary children.

MICHIGAN

NDEA Title V-A Approved Elementary Pilot Demonstration Programs



1. Birmingham
2. Clintondale
3. Detroit
4. Fitzgerald
5. Flint
6. Forsyth
7. Godwin Heights
8. Kalamazoo
9. Kearsley
10. Lakeview
11. Meridian
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13. Okemos
14. Oscoda
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16. Plainfield #9
17. Pontiac
18. Royal Oak
19. Southfield
20. South Redford
21. Taylor
22. Warren Consolidated
23. Warren Woods
24. Waverly

NOTE: Clintondale program transferred to ESEA, Title I

School District: Birmingham Public Schools - Merrill & Chester Streets - Birmingham, Michigan 48012
Superintendent: Dr. John Blackhall Smith
Contact Person: Dr. George Hallock - Director, Pupil Services - Phone 644-9300
Counselors: Nancy Austin - Pierce Elementary School
Rhodes Hundley - Torry Elementary School
Christine Jones - Adams Elementary School
Wolfgang Wunderlick - Meadow Lake Elementary School

Description of Local Setting:

Birmingham school district serves a substantial suburban community of metropolitan Detroit. The area encompasses some 65,000 persons. From this area, some 18,000 students are enrolled in the public schools in grades K-12, an additional 7,000 students are enrolled in 7 non-public schools. Four elementary schools, K-6, representing different socio-economic communities, are involved in this project.

Purposes or Objectives of Project:

The program is designed to help all children develop to the maximum of their potential. The emphasis will be upon early identification of the pupil's intellectual, emotional, social, and physical characteristics, development of his abilities and talents, understanding his learning difficulties, and early use of available resources to meet his needs. The approach is to be developmental and preventive rather than corrective, remedial, or crisis-oriented. The program is designed to assist all students, not just a specific group such as gifted, retarded, or "problem pupils".

Scope of Project:

1. Coordinate guidance services within the school.
2. Organize and direct a child study program for parents to increase their understanding of child growth and development, family living, and child behavior.
3. Conduct parent meetings to interpret school programs.
4. Hold individual parent meetings to discuss child's academic, social and emotional adjustment.
5. Organize and direct in-service for teachers pertaining to child behavior, classroom management, test interpretation, etc.
6. Consult with teachers on learning and adjustment problems of individual children.
7. Counsel with children who are experiencing temporary adjustment difficulties or encountering stress periods in the normal developmental scheme.
8. Supervise testing program.
9. Assist in placement and classification of children.
10. Organize and conduct staff conferences on children with learning and adjustment problems.
11. Collect and prepare pertinent data for referral for special services.

School District: Detroit Public Schools - 5057 Woodward Avenue - Detroit, Michigan 48202
Superintendent: Dr. Norman Drachler
Contact Person: Dr. Richard H. Dresher - Director of Guidance and Counseling - Phone 833-7900 - Extension 2521-22
Counselors: Mr. Horace Coleman - Mark Twain Elementary School
Mrs. Leaster Dunbar - Sampson Elementary School
Mrs. Isabella Lebow - Bow Elementary School
Mrs. Dorothy White - Fitzgerald Elementary School

Description of Local Setting

Detroit is an urban area in the southeast part of Michigan with a 1960 population of 1,670,000, and covering 140 square miles. Despite a population loss of almost 10% in the ten-year period from 1950 to 1960, enrollment in Detroit's elementary and secondary schools has increased. Elementary school enrollment rose by more than 20%, and secondary school enrollment increased approximately 17%.

Purposes or Objectives of Project

1. Assist each individual pupil to realize the maximum development of his potentialities in accordance with his needs, interests, abilities, aptitudes, and achievements.
2. Help each child to understand himself as an individual and to comprehend his relationship to the opportunities and obligations inherent in our society.
3. Help each child to understand and accept essential academic and social requirements and standards.
4. Help each child to gain familiarity with accepted values, customs, and codes of behavior; also help him to achieve optimum educational opportunities; and acquaintance with the community, particularly its workworld and citizenship responsibilities.
5. Continue to define the duties and functions of an elementary guidance consultant.
6. Continue to gather information as to the type (individual pupil-oriented or staff-oriented) of elementary guidance program that will produce the best guidance results for the greatest number of students.
7. Determine the competencies which are most important for the elementary guidance consultant to have.
8. Implement a basic inservice program for teachers in a school having a guidance consultant.
9. Determine the guidance needs of the child at the elementary school level.
10. Develop aids and materials to assist teachers in elementary guidance.
11. Improve the guidance aspects of the elementary homeroom program.

Scope of Project

1. Four elementary schools have been selected for the project. The schools selected represent four different socio-economic areas (upper-middle through lower).
2. The guidance consultant in the four schools will work toward achieving the following objectives:
   a. Accept children for individual counseling who are referred to the counselor by the school staff. The major goal of this counseling should be preventive and developmental in nature. The concern of the individual counseling service is to aid the child in the following areas:
      1. Achieve self-understanding.
      2. Learn to deal with inter-personal relationships.
      3. Attain an appropriate academic achievement.
      4. Alleviate personal or emotional problems.

Detroit Public Schools Continued

b. Sensitize teachers to the emotional needs of children and to help teachers to know and use techniques in the classroom which will enable them to develop a better classroom guidance program. This will be accomplished by the following procedures:
   1. Assisting teachers in acquiring and using information for individual child study.
   2. Assisting teachers in questions of pupil motivation and adjustment to the classroom situation.
   3. Assisting in organizing an inservice guidance training program within the school.

3. General duties and functions of the counselors:
   a. Provide counseling services for all children from kindergarten through the sixth grade, recognizing that the guidance services should be basically preventive in its goals; and that it is not a privilege accorded the maladjusted, but is a necessity for every normal child.
   b. Prepare and acquire resource materials including printed materials and audio-visual aids.
   c. Assume leadership under the direction of the principal in all phases of an articulation program with participating schools.
   d. Help teachers utilize community resources so that they may serve the needs of the children using the school community more effectively and efficiently.
   e. Assist the school principal in making referrals to special service school personnel for children whose behavior indicates the need for other specialized help.
   f. Assist the principal in coordinating the testing program and interpreting test results to school staff and parents.
   g. Develop a program of group guidance which will insure that each child receives help in areas in which group work may rightfully be expected to provide information, develop attitudes, and create opportunities for self-understanding.
   h. Explore the curriculum with administrative staff members, teachers, and specialists in order to identify areas in which guidance is naturally an integral and dynamic part.
   i. Help transmit principles of mental hygiene to the home environment of each child through a sound and broadly functioning program of parent education.
   j. Evaluate the guidance program as initiated in this project at regular intervals.

School District: Fitzgerald Public Schools - 23200 Ryan Road - Warren, Michigan 48091
Superintendent: Kenneth K. Kistner
Contact Person: George DePillo - Supervisor - Elementary Education - Phone 757-7070
Counselors: Sandra Stewart - Schofield School
Bernice Guthrie - Mound Park School

Description of Local Setting:

Schofield Elementary School of 21555 Warner, Warren, Michigan, is located in a suburban setting. The school boundaries (Ryan Road on the east, Dequindre of the west, Nine Mile on the north, and Eight Mile on the south) enclose a one (1) square mile radius. The area is mainly composed of small frame homes. The socio-economic climate can best be described as an upper-lower class population.

Purposes or Objectives of Project:

Elementary school guidance in the program is interpreted as a service to assist all children in making maximum use of their abilities, for their own good and for the good of society. The emphasis of this service is on early identification of the pupil's intellectual, emotional, social and physical characteristics; development of his talents; diagnosis of his learning difficulties, if any; and early use of available resources to meet his needs. Elementary guidance as interpreted at Schofield is a developmental process, rather than crisis oriented. Developmental counseling is concerned with prevention. The individual child's development of self-direction and self-realization is the counselor's goal.

Scope of Project:

I. Counseling Role
   A. Individual
      1. Counseling session
         a. Non-verbal techniques such as the use of play media are used to express feelings of elementary children.
         b. Verbal techniques are used when counseling children.
   B. Small groups of not more than five or six pupils offer opportunities for interaction and discussion.
      1. Classroom behavior and rules
      2. Study techniques
      3. Family problems
II. Group guidance
   A. Sociometric devices
   B. Junior high orientation (initial planning underway)
   C. Kindergarten orientation (initial planning underway)
III Consulting Role - Regarding services, testing results, curriculum, and child development involving parents, principal, teachers, special services, and outside agencies.
IV. Coordinating Role
   A. Team approach - All members of the school staff
      1. Every member of the guidance team is functioning as an integral part of the team and is not operating in isolation from other pupil-personnel workers.

School District: Flint Public Schools - 923 East Kearsley Street - Flint, Michigan 48502
Superintendent: William J. Early
Contact Person: G. Dennis Brown - Coordinator, Special Services - Phone 238-1631
Counselors: Yvonne Capone - Stewart Elementary School
Earl Beauchamp - Scott Elementary School
Ogreata Morgan - Pierson Elementary School
Dorothy Schneider - Pierce Elementary School
Joanne Taylor - Homedale Elementary School

Description of Local Setting:

The elementary schools participating in this program are located in an urban area and range in size from 439 to 1300 students. Socio-economic climate ranges from lowest to highest, the most transient to the most stable, the most segregated to the least segregated. Schools are located in the north, central, south, and eastern section of the city.

Purposes or Objectives of Project:

1. Define the needs of different kinds of schools, with regard to:
   a. Problems peculiar to the school
   b. Counselor/pupil ratio
   c. Role of the counselors as related to other pupil personnel services
   d. Type of training necessary for elementary counselors
2. Attempt some evaluation of the need for counseling services at this level

Scope of Project:

Use of the counselor as resource persons to teachers through the sharing of knowledge of self-development, child psychology and counseling methods to assist the classroom teacher in developing the educational potential of the children. The main phase of the counselor work is with the more usual childhood problems and not with the severely disturbed or different children. The counselor's awareness of available resources is to be used to facilitate the referral of severely troubled children to those resources. The counselor will also participate in the exploration and development of needed and non-existing resources.

The guidance counselor will approach his work with children primarily through the channel of teacher referrals. Services are evaluative, arrived at through the individual examination of the child and his problems as displayed behaviorally or through excessive learning problems. Discussions with teaching staff will also reveal the problems and then the counselor and teacher will discuss the desired changes in handling or teaching the child which will assist in problem alleviation.

The counselor will use individual and/or group counseling techniques with the children and/or their parents and will also participate in appropriate group discussions with teachers.

Overall, the counselor is to work toward: 1. the sensitization of teachers to the emotional needs of children, the meeting of which needs will assist the child greatly in his academic, behavioral and personal adjustments; 2. to provide a counseling service for all children from K-6 grades; 3. participation in the coordination of community resources for the efficient utilization of service to children; 4. facilitate the development of community resources for children who need specialized help; 5. interpret pupil data to teachers and parents; 6. incorporate research as an essential part of the program; 7. report to principals and central office personnel what has been accomplished and what is needed.

School District: Forsyth #7 - M35 - Gwinn, Michigan 49841
Superintendent: William G. Garrett
Contact Person: Thomas P. Moss - Administrative Assistant - Phone 346-9247
Counselors: Ernest Longtine - McDonald and K.I. Sawyer Elementary Schools
Grace Knudsen - Gilbert Elementary, Sawyer Elementary and Gwinn Middle

Description of Local Setting

Forsyth School District #7, or more commonly called the Gwinn Public Schools, is located about twenty miles south of the city of Marquette in the Upper Peninsula of Michigan.

A feature of the township that has added greatly to the potential of the area was the development of K.I. Sawyer Air Force Base seven miles outside of Gwinn. Since then, the base has grown to include about 4,000 military personnel and 11,000 of their dependents, making it in itself one of the largest concentrations of people in the Upper Peninsula. This has caused over a six-fold increase in the student enrollment in a ten-year period of about 400 in 1955 to 3,000 in 1965.

The three elementary schools have students in grades kindergarten to fifth grade. The two base schools are composed entirely of dependents of military personnel while the three local schools are made up partly of military dependents and partly of local dependents. About 2,400 of the total enrollment of 3,060 students are dependent of military personnel living on or off base. The main economy of the area is, therefore, related to the base which includes either military personnel or civilian workers on base. Most of the rest of the people make their living working at the iron ore mines located about twenty miles away. There is no private industry located within the school district.

Purposes or Objectives of Project

The greatest need that we are able to identify with military children is adequate guidance and counseling services. Many of these children come into the school district with no records. Many of them have completed only a part of a school year and may not even be sure what grade they are in. Because of great mobility, these children sometimes experience serious emotional problems.

The primary purpose of the program is to raise the academic achievement of many of the youngsters in our elementary schools. We believe that this can be done by the application of an adequate guidance program that includes student counseling, parent and teacher counseling, parent education, agency referrals, and proper follow-up services.

Scope of Project

As mentioned earlier, the guidance counselor will provide orientation services to new students arriving at the two schools which will sometimes include individual testing and other guidance procedures to provide better placement for the new student in the school system. A large amount of time will be devoted each week to individual and group counseling in each of the two schools for students in need of this service. The counselor will also consult with teachers about referred children. This might be interpreting test results to the teacher, reporting on referral, or interpreting the needs of the child to the teacher.

The counselor will also conduct parent conferences and home visitations each week. Time is also provided in the schedule for inservice education with parents, teachers, and the community. In those inservice meetings, we plan to bring such people into our schools as doctors, child guidance representatives, persons knowledgeable about the field of nutrition, and others to discuss with parents and teachers and suggest plans which will serve the needs of each child. Films, pamphlets, and other literature will also be used for these meetings with parents. In the inservice meetings with teachers, we will acquaint them with the program and what improvement in the child's school program can be brought about as a result of the program.

School District: Godwin Heights - 15 West 36th Street - Wyoming, Michigan 49508
Superintendent: Dr. Jerry J. Herman
Contact Person: Mr. George Fohey - Principal - West Godwin - Phone 538-7240
Counselors: Judith Deahl - North Godwin
Ronald Hellegonds - West Godwin
Richard Zoodsma - South Godwin

Description of Local Setting:

Godwin Heights is located in the city of Wyoming, immediately adjacent to and a suburb of Grand Rapids. The area has a student enrollment of approximately 3200. The socio-economic level is middle-middle or low-middle. The area is highly industrialized. A study in one school, representing approximately 440 students, reveals the following information. Between 9% and 14% of the students, K-6, have a step parent in their homes. Between 10% and 23% of the students have only one adult in their homes. Between 25% and 48% of the mothers work outside of their homes.

Purposes or Objectives of Project:

1. To meet basic behavior needs: personal adjustment, group adjustment and education.
2. To provide an atmosphere to improve the mental health of children and teachers.
3. To provide for more effective compilation and use of pupil data.
4. To familiarize school personnel with appropriate community resources.
5. To aid curriculum planners in understanding child development theories in relation to school curriculum.
6. To educate parents and teachers to a better understanding of child development.

Scope of Project:

The proposed project involves three elementary schools, each with a full time child development counselor. Each counselor will utilize a certain degree of flexibility to meet the needs of his particular student population. They will work with students, parents, teachers, curriculum committees and the administration. They will: (1) counsel individuals; (2) counsel groups; (3) act as a resource person; (4) provide orientation for new arrivals; (5) act as a test interpreter; (6) be a referral source to outside agencies.

Human Resources Include: School Psychologist
School Social Workers
School Nurse
Remedial Reading Instructor
Counselors for the mentally and physically handicapped
Speech Therapist
Administrative Personnel

School District: Kalamazoo Public Schools - 1220 Howard Street - Kalamazoo, Michigan 49901
Superintendent: Dr. Richard N. Percy
Contact Person: Dr. Melvin L. Miller - Coordinator of Elementary Education - Phone 343-1356
Counselors: Miss Virginia Riley - Milwood and Edison Elementary Schools
Mrs. Winifred Nyson - Arcadia and Washington Elementary Schools

Description of Local Setting:

Kalamazoo is a city of over 100,000 people and has an enrollment of approximately 19,000 students in grades kindergarten through twelve. While the socio-economic climate of the community is above average and it enjoys many cultural advantages, the population within the individual schools varies markedly in their nature. Arcadia-Washington: One the these schools, Washington, is a central city school in which problems attendant to property deterioration and stability of homes are becoming increasingly aggravated. The other, Arcadia, is located in a suburban area generally composed of families with average or above average income, but with heavy financial responsibilities. Their aspirations for their youngsters are high, consequently resulting in undue, or unrealistic, pressure for school achievement. As a result, this situation is in need of student guidance and parent counseling.

Edison-Milwood: One of these schools, Edison, is a central city school in which problems attendant to property deterioration and stability of homes are becoming increasingly aggravated. The other, Milwood, is located in a suburban area generally composed of families with average or above average income, but with heavy financial responsibilities. Their aspirations for their youngsters are high, consequently resulting in undue, or unrealistic, pressure for school achievement. As a result, this situation is in need of student guidance and parent counseling.

Purposes or Objectives of Project:

The purposes of our project will remain the same but will vary as to emphasis within these purposes and the means to the attainment of them.

Scope of Project:

One guidance counselor will be maintained to serve two schools, Washington-Arcadia. In one of the schools, Washington, the school population is below average in socio-economic background of children and natural home situations. Dislocation and specific problems reflect within the school setting. At the other school, Arcadia, the children come from homes of professional and semi-professional people largely, although there are children from less advantaged home situations. Group guidance, personal counseling and coordination of the services will be utilized to provide both a preventive program and to reconstruct unfavorable attitudes and behavior. A comparable situation maintains as respect to the counselor who serves Edison-Milwood schools. Edison is an economically deprived school area. Milwood is an old suburban area. The families are of the average income level including a cross section from the professional to the factory worker. A comparable program would be used in this situation as in that of Washington-Arcadia.

Types of activities will include: providing individual guidance and counseling for pupils, serving all pupils, cooperating with other pupil personnel workers providing guidance services, serving as consultant to teachers, parents, and administrators, utilizing group techniques with pupils, assisting teachers in understanding test results, helping teachers and parents better understand the child, and participating in curriculum improvement.

School District: Kearsley Community Schools - G-4400 Underhill Drive - Flint, Michigan 48506
Superintendent: George Daly
Contact Person: Daniel Eskin - Assistant Superintendent - Phone 785-3401
Counselors: Marjorie Gierty - Buffey & Paro Elementary School
Cosette Monroe - Dowdall & Fiedler Elementary Schools

Description of Local Setting:

Kearsley Community School is a suburban school district located on the northeast side of the city of Flint. This district is primarily a "bedroom" community with a few small shopping centers scattered throughout the district. There is a new industrial building being erected by the A. C. Spark Plug that will increase the tax base in the future. At the present time Kearsley has a per child tax base of approximately one-half the state average.

The school census at present is 5,000 pupils in a K-12 program. There are five elementary schools, a junior high school, and a senior high school. Four elementary schools will be used in the pilot project which will give each counselor a ratio of approximately 1000 to 1.

Each counselor will work in coordination with the Special Services staff of one Speech Therapist, three remedial reading teachers, one school-nurse, one mathematics coordinator and four Type A classrooms. We have budget for a school social worker, and a classroom for the emotionally disturbed but have not been able to find staff for these positions.

Purposes or Objectives of Project:

1. To identify the unique needs of the learner and to assist the school community in developing programs to meet his general and special needs.
2. To assist the school in utilizing information concerning individual needs of pupils in developing curriculum designed to meet the needs of all children.
3. To utilize all appropriate community resources in order to attain maximum assistance for children with special problems.
4. To provide for continuous development and evaluation of elementary guidance programs.
5. To establish and maintain contacts with the community in order to translate purposes, aims, and objectives of the elementary guidance program.

Scope of Project:

Many school districts in many states are developing programs of elementary guidance. The literature suggests that elementary guidance is in various stages of growth. In schools that have a pupil personnel service labeled elementary guidance, it also seems apparent that these efforts vary in their rationale, from an effort to work from a mental health or problem-centered approach to one which attempts to develop as many activities as necessary to fit the needs of all pupils. One idea seems to be paramount in most programs and that is to be of assistance to the classroom teacher.

Kearsley is involved in the development of an elementary guidance program. In reviewing our concept of elementary guidance, we now find that our rationale has altered since guidance attempts were initiated. Originally, we attempted to develop the program using the secondary school services i. e., individual inventory, informational, counseling, placement, and follow-up, as guidelines for our elementary program.

Although many activities, such as, record-keeping, counseling and test-interpretation, may readily fit into this classification, we feel that the elementary guidance services can be discussed more realistically by grouping and describing the functions that have emerged during the last few years. We realize that these activities are patterns, and it is difficult to predict what direction these patterns will follow in ensuing years. With these in mind, we have attemped to define the areas that would be a part of the elementary guidance services.

I. Working with Parents
   A. Individual conferences
      1. Discuss with parents child's adjustment difficulties; this may be academic, social or emotional.
      2. Parents are encouraged to participate with the school personnel in providing a healthy learning climate for their child.
      3. Discuss further referrals to agencies such as child guidance, visiting teacher, family service, county diagnostician, etc.
      4. Conferences are usually initiated by counselor but parents are encouraged to initiate meetings.
   B. Group Conferences
      1. Informative (i. e., testing programs, P. T. A. meetings, new programs)

II. Working with Pupils
   A. Teacher referral
      1. Referrals are made to counselor through principal's office
      2. Child may be referred for academic, social, or emotional adjustment problems.
      3. Exploratory counseling sessions are held with child
         (a) Individual testing
         (b) Counselor-counselee relations are established.
      4. Informational gathering
         (a) School record
         (b) Individual and group testing
         (c) Environmental factors considered
         (d) Medical history
         (e) Agency reports
      5. Recommendations
         (a) Referral to child guidance agencies
         (b) Referral to county office facilities (i. e., visiting teacher, diagnostician, Type C, counselor for homebound)
         (c) Counselor contacts
   B. Parent referral
      1. Referrals may be made by parents
      2. Same procedure is followed as teacher referral

III. Working with Specialized Personnel
   A. Establishing communication with local agencies
      1. Requests are often made by clinics for school reports
   B. Serving as clearing house for school referrals (i. e., potential emotional problems to child guidance agencies; possible retardation to diagnostic services)
   C. Liaison person between agencies, teachers, parents, administration

IV. Working with Teachers
   A. Individual conferences
      1. Case conferences
         (a) Collect information
         (b) Clarify problem
         (c) Make recommendations
      2. Parent conferences
         (a) Teacher-Parent - counselor

B. In-service
   1. Test interpretation
   2. Test administration
   3. Research reports

V. Working with Administrators
   A. Resource person
      1. Previous pupil case conferences
      2. Testing program
   B. Liaison between specialized personnel and school
   C. Available as resource for new programs

VI. Working with Research
   A. Gathering and analyzing test data
   B. Assisting in the evaluation of new programs

VII. Working with Junior and Senior High Counselors
   A. Development of coordinated K-12 guidance program
   B. Assistance in articulation of 6th graders to Junior High School

School District: Lakeview Public Schools - 25901 Jefferson - St. Clair Shores, Michigan 48081
Superintendent: Robert L. Klingman
Contact Person: Miss Lois De Hosse - Elementary Principal - Phone 771-0200
Counselors: Miss Joanne Jamroz - Maple Park and Ardmore Elementary Schools

Description of Local Setting:

Lakeview School District is located approximately 15 miles northeast of Detroit. Lakeview has grown from a rural area to an almost completely populated residential community within a twelve year period. The two elementary buildings - Maple Park and Ardmore - Are typical of the nine elementary buildings in the district.

Purposes or Objectives of Project:

The over-all purpose of the project on elementary guidance is to determine the impact that an elementary consultant will have in assisting individual pupils in making positive adjustments to the school environment in line with his individual needs, desires, abilities and potential. The sub-objectives of the demonstration are:

a. To work as a member of the total staff in more closely aligning the educational environment to the individual student's needs.
b. To assist the classroom teacher, through personal contact and in-service discussions, in the interpretation and use of test results and other pertinent data; to develop an awareness of the value and use of various guidance instruments and techniques and to assist the teachers, parents, and pupils in realistically evaluating themselves and the student's program.
c. To facilitate the instructional environment of individual students by assisting in the planning of and, in some cases, conducting individual and group counseling sessions, by working with the staff in making proper student placements and referrals, by assisting in pupil orientation programs and by assisting in the coordination of the toal guidance and instructional programs.

Scope of Project:

This project will be operated in two elementary schools with approximately 790 pupils. The term consultant will be used, implying by this term that she is a part of a team working in conjunction with teachers, parents, principal, etc. in order to help all pupils in the two schools to develop to their fullest.

Their role will involve group counseling activities as well as individual conferences with pupils; conferences with parents; consultant to teachers; interpret test results, and share various other information with the teacher; assist the principal in interpreting tests, etc.; work with the various other pupil-personnel services; maintain open lines of conduct with the secondary school counselors, and be involved in research.

School District: Meridian Public Schools - North Meridian Road - Sandord, Michigan 48657
Superintendent: Charles L. Mayer
Contact Person: Howard Malcomnson - Elementary Counselor - Phone 687-2423
Counselors: Howard Malcomnson - Meridian Public Schools

Description of Local Setting:

Sanford is a bedroom community 10 miles from Midland. The majority of the people are hourly rated employees of the Dow Chemical Company or Dow Corning with fairly good incomes. Our tax base is about $5,300 per child.

Purposes or Objectives of Project:

Our objectives are to help the students understand and accept himself as he is and adjust to the environment in which he finds himself. We will be working with teachers to help develop the best climate for learning in the classroom and help the student learn to work at his ability level.

We will be using the services of the diagnostician and other health and educational resource people of our district and county. We have some teachers who are interested in the guidance program for the children and will contribute to the overall program.

Scope of Project:

We expect to continue work in placement of students for maximum development, with the help of the classroom teacher. More parent conferences will be used to set up the situation for better understanding. We expect to stress work in reading and language arts in other cooperating programs. Special efforts will be made to help the teachers understand and help develop and use the permanent records.

Individual and group child conferences, parent conferences, and teacher-counselor conferences will highlight our program.

We expect to coordinate our elementary guidance program with the other programs which we are inaugurating this year.

School District: Muskegon Public Schools - 349 West Webster Avenue - Muskegon, Michigan 49440
Superintendent: William L. Austin
Contact Person: John W. DeHorn - Director, Pupil Services - Phone 722-1602
Counselors: Daniel H. Poort - Nelson Elementary School
Thomas J. Swider - Angell Elementary School

Description of Local Setting

The Nelson and Angell Schools are located approximately in the center of this community of 55,000 persons. They are located as well in areas of transition from upper middle class to very low socio-economic. The schools serve a broad spectrum of the culture from the advantaged to the very disadvantaged with attendant variation in the abilities of the children. Enrollment number 1,400, K-6. Existing pupil personnel services include: speech correction, Type C consultant, school social worker, psychological, child accounting, health, and police counseling.

Purposes or Objectives of Project

1. Identify children having health, home, learning, and/or adjustment difficulties.
2. Diagnose the inadequacies of the children, the home, and the school.
3. Plan cooperatively with school staff to establish ways in which students, parents, and teachers may best be served by an elementary guidance program.
4. Bring the full range of school and community services to bear upon the individual problems of children.
5. Assess growth and achievement of children.
6. Improve the individual and group testing program and the utilization of results.
7. Ascertain what kinds of educational experiences will increase the child's appetite for school tasks and their accomplishments.
8. Devise a pupil evaluation process which will more adequately measure his individual progress.
9. Help teachers to set realistic goals for children upon the basis of their individual backgrounds and capabilities.
10. Assist children in perceiving realistic goals for themselves and understanding the progress they are making toward achieving these goals.
11. Provide a better understanding of the impact and effects of curriculum and instructional procedures on improverished children.
12. Develop an increased awareness system-wide of the need for elementary guidance services.

Scope of Project

1. Nature of Project
   The elementary guidance project will be designed to utilize six basic measurement systems:
   a. Physical Growth and Development
   b. Intelligence and Readiness
   c. Reading Skill
   d. Achievement
   e. Personality Development
   f. Pupil Progress (Teacher Evaluation)

Muskegon Public Schools Continued

These measurement systems will be integrated so as to provide a factual and objective basis for valid educational program planning for children in elementary grades. Modification, improvement, and interpretation of the systems will be an ongoing process to create better understanding among school personnel, parents, and the community with respect to:

a. Readiness and concept acquisition
b. Individual differences and consequent variation in learning rates
c. Grouping procedures, compatibilities and relationships
d. Self-concept development and learning

All students in the project schools will participate in the counseling program.

2. Staff Utilization

The guidance consultant will be responsible for all the measurement and evaluation aspects of the project. He will assist the staff, parents, and students in understanding the implications of the findings with respect to instructional procedures and expectations. He will interpret test results and the learning patterns of students to the teaching staff. He will offer guidance and direction in the use of the Unified Measurement Graph and the Educational Evaluation Form.

The guidance consultants will have the assistance of half-time clerical help to maintain records, score tests, compile data, etc.

The Building Principal and the Coordinator of Pupil Personnel Services will assist in the administration and supervision of the project by establishing the means whereby all aspects of the project - design, scheduling, interpretation, synthesis, and evaluation - can be accomplished judiciously and with dispatch.

3. Evaluation

It will be possible to evaluate the benefit of this project by its effect on the kinds of learning experiences provided by the school and family as a result of the comprehensive individual and group study. The revelation of information about student - how much a pupil has already learned, his potential, his weaknesses, the ways in which he learns most effectively, his environment, his fears and frustrations, his aspirations - must add up to a more meaningful picture of the pupil and the school with the result that more appropriate provisions are made for him on the part of teachers, parents, neighborhood and the community at large.

School District: Okemos Public Schools - Okemos, Michigan 48864
Superintendent: Dr. Kenneth W. Olsen
Contact Person: Howard H. Splete - Director of Pupil Personnel Services
Counselors: Michael Musci - Central Elementary School
Howard Splete - Edgewood Elementary School
Keith Ward - Cornell/Wardcliff Elementary School

Description of Local Setting:

Okemos is a residential suburb, east of Lansing, with a population of approximately 10,000. Okemos has an above average educational, economic and cultural community. Most residents of Okemos are employed in Lansing or East Lansing.

Purposes or Objectives of Project:

1. To participate in creating an environment conducive to learning and growth for all children by consulting with teachers, administrators and parents.
2. To aid in early identification and evaluation of pupil needs.
3. To provide school resource personnel to (1) aid in coordination of the pupil personnel services team, including the visiting teacher and the diagnostician, and (2) aid in the utilization of the various special services available.
4. To coordinate elementary guidance functions with the total school program.
5. To evaluate current elementary guidance needs, attempt ways to meet them, and suggest future programs or techniques.

Scope of Project:

1. Basically, the approach to be followed would involve the guidance personnel as child development consultant(s) working with teachers, rather than "counselor(s)" as viewed at the junior and senior high levels.
2. The elementary consultant(s) would be available to aid the classroom teachers with any special problems that may arise and to improve the distribution of materials relating to the learning process.
3. The consultant(s) would aid in identification of student needs and aid in the referral of students to county specialists in the field of pupil personnel.
4. The consultant(s) would coordinate and distribute guidance materials to the teachers and students. These materials would include information on (1) learning, (2) personal, social and school adjustment, (3) exploratory occupational data, and (4) testing and test interpretation.
5. The consultant(s) would coordinate the elementary testing program and work to improve orientation programs and articulation between the elementary and junior high school levels.
6. A continuous evaluation will be made of the techniques and information used and of their value to the elementary consultant(s) in this program.

School District: Oscoda Area Schools - 3550 River Road - Oscoda, Michigan 48750
Superintendent: Robert D. Richardson
Contact Person: James L. Vachow - Elementary Guidance Consultant - Phone 739-5501
Counselors: Stanley Ayre - River Road Elementary and Intermediate School
James Vachow - Cedar Lake Elementary School

Description of Local Setting

The Oscoda Area School District is one of the largest in the state in terms of geographical size. Located in the heart of the Huron National Forest, the district encompasses some 490 square miles.

Purposes or Objectives of Project

We maintain that elementary guidance has distinct characteristics and is not merely a downward extension of secondary guidance services. We are pointing toward a developmental program, implemented through the team approach. Within this framework, our objectives are as follows:

1. Assist the child in becoming a more effective person through an understanding of his own needs and feelings.
2. Assist the child in his relationship to others.
3. Assist the child in making satisfactory choices and adjustments in the school curriculum and future educational plans.
4. Assist the child in an understanding of individual differences.
5. Assist parents in understanding the complex dynamics of childhood through the personal conference and group adult study seminars.
6. Assist teachers in identifying problem behavior and in methods of handling such behavior in the classroom setting in order that the program can emphasize prevention rather than treatment.
7. To demonstrate a need for programs of elementary guidance in schools throughout the nation.

Scope of Project

The following activities will be carried out:

1. Services to Students
   a. The elementary counselor will spend a major portion of his time working directly with students, either individually or in small group sessions.
   b. Assistance will be given in the area of assessment of abilities and limitations.
   c. The elementary counselor will be responsible to be familiar with referral agencies and the services they render to meet the needs of a particular individual.
2. Services to Staff
   a. Assist teachers to develop sound guidance programs in their classrooms.
   b. Provide necessary information about students to assist the teacher in planning and conducting classroom work.
   c. Work with the teacher to determine the causes for student underachievement.
   d. Help the teacher understand the reason for student behavior.
   e. Participate in teacher-parent conferences.
   f. Provide inservice training in the area of guidance activities.
3. Services to Parents
   Work with parents to determine causes of student's problems and ways of remedying them.

School District: Paw Paw Public Schools - 313 West Michigan Avenue - Paw Paw, Michigan 49079
Superintendent: Albert Kimmel
Contact Person: Trina Pigott - Elementary Counselor - Phone 657-5290
Counselors: Mrs. Trina Pigott - Paw Paw Elementary School

Description of Local Setting:

The village of Paw Paw is located in the southwestern section of lower Michigan and may be described as an urban community with a growing population of approximately 3100 people.

Paw Paw is in the heart of the fruit belt and many of the people who are residents of our school district, earn either their entire income or part of their income from fruit farming.

Purposes or Objectives of Project:

With students:
1. To encourage and provide opportunities for the development of intellectual potentials, growth of social consciousness, and attainment of a realistic self-concept.
2. To assist the individual student to realize his maximum development of his potentialities in accordance with his needs, interests, abilities, aptitudes, and achievements.
3. To help the student understand himself as an individual and how he is related to society's requirements and opportunities.
4. To help the student understand and accept essential academic and social requirements and standards.
5. To help the student gain familiarity with accepted values, customs, and codes of behavior; realization of optimum educational opportunities; and acquaintance with the community, particularly its workworld and citizenship responsibilities.
6. To help students cope with normal day-to-day concerns and problems.
7. To identify underachievers and potential dropouts and assist the student in understanding and overcoming the underlying causes.

With teachers:
1. Consult with teachers on both an individual and group basis concerning their student's school adjustment problems.
2. Help teachers identify academically talented students and develop appropriate school experiences for them.
3. Help teacher to become familiar with occupational information which is appropriate for elementary students of various ages and the ways in which they can integrate this material into the instructional program.
4. To help teachers identify students who might profit from remedial instruction in basic academic skills and also those who should be assigned to various types of classes for the handicapped.

With parents:
1. To help parents understand and work with their children who have school adjustment problems.
2. To help parents of academically gifted children understand the dynamics of academic giftedness.
3. To counsel parents of students with emotional problems.

School District: Plainfield #9 Public Schools - 109 School Street - Comstock Park, Michigan 49321
Superintendent: John R. Fehsenfeld
Contact Person: Seth Cotton - Director of Guidance - Phone 361-7333
Counselors: Dorothea Ford - Stoney Creek Elementary and Green Ridge Elementary
Beverly Bradford - Middle School

Description of Local Setting:

Comstock Park is a small suburban community. It is boardered on the north by farmland and to the west by a housing subdividion. Comstock Park has an area population of 6000. The town lies on the northern limits of Grand Rapids. There is a wide range in the socio-economic status, from very low to moderately high. The community has many religious groups. It is greatly influenced by the metropolitan area, but holds a very strong self-identity.

Purposes or Objectives of Project:

1. To provide a continuous counseling service for all children from kindergarten through sixth grades with an "Open Door" approach.
2. To help children attain self-identity.
3. To identify early, children with special abilities and/or problems (physical, emotional, academic and social); followed by study and treatment.
4. To coordinate efforts with the classroom and special teachers on standardized testing, case studies, observations, anecdotal records, and conferences with parents.
5. To coordinate efforts with community services, i. e.: child guidance, religious counseling.

Scope of Project:

All pupils in one elementary school will be included in the program. The children who are not functioning academically, socially, physically and emotionally will receive the major amount of attention. The counselor consultant will work with parents, teachers and children in longitudinal studies. With the aid of available community resources, he will help each child move toward a better concept of self, giving him a greater opportunity for success in life.

School District: Pontiac Public Schools - 350 Wide Track Drive - Pontiac, Michigan 48058
Superintendent: Dana P. Whitmer
Contact Person: Arnold W. Embree - Director, Pupil Personnel Services - Phone 338-9151
Counselors: Joseph Paretti - McConnel Elementary School
William T. White - Mark Twain Elementary

Description of Local Setting:

McConnell and Mark Twain Elementary Schools are located on the east and northeast sections of the city of Pontiac. Both schools are integrated and have well-integrated staffs. These schools represent an a-typical setting in the composition of the student body. The learning problems which are present in these two schools make them ideal for the establishment of elementary guidance programs.

Purposes or Objectives of Project:

The purpose of this pilot program is two-fold:
1. Demonstrate guidance services programs in the elementary schools and
2. Experiment with patterns, procedures, and techniques for the elementary school guidance programs.

The Objectives are:
1. Provide guidance services for all children.
2. Assist in the early identification of student needs.
3. Provide consultative guidance services to the elementary teacher, parent, and administration.
4. Evaluate patterns, procedures, and techniques of the program.

Scope of Project:

The elementary consultants will coordinate the guidance services in McConnell and Twain Elementary Schools. They will spend 100% of their time in these two schools. Priorities would be given to those activities in which the staff and administration of the schools feel would meet the needs of the students attending McConnell and Twain Schools. Other pupil personnel staff members will be available to assist the elementary consultants and teachers in meeting the objectives of the programs.

School District: Royal Oak Public Schools - 4000 Crooks Road - Royal Oak, Michigan 48073
Superintendent: Donald M. Currie
Contact Person: Thomas G. Estes - Director, Pupil Personnel Service - Phone 588-8400
Counselors: Irene Mann - Starr and Grant Elementary Schools
Hildegard Shader - Oakland and Jefferson Elementary Schools
Helen Vozka - Lincoln and Franklin Elementary Schools
Jerry Yashinsky - Washington and Northwood Elementary Schools

Description of Local Setting:

Royal Oak is a non-industrial suburban Detroit city of 90,000; 20,000 of these are enrolled in public schools (18 elementary, 6 secondary). The socio-economic climate is slightly above the mean; however, few extremes of wealth are present. The city has grown rapidly in the past 20 years and has now nearly stabilized. Approximately 40% of the high school graduates go on to college; mean achievement level of students centers between the 55th and 65th percentile points.

Purposes or Objectives of Project:

To continue services in six elementary schools provided in 1967-68 and to expand to more schools. Focus remains on the affective and cognitive learning of K-6 youngsters: interpret their growth to staff and parents, influence their growth through counseling and curricular guidance, and coordinate special services in securing special needs. Much work is done with teachers to make them more guidance oriented in helping youth learn and plan. We anticipate continuation as a training center for elementary externship.

Scope of Project:

We worked hard during our 1st two years to avoid committing ourselves to a rigid, prescribed set of operations. We wanted to learn as much about what is needed without necessarily delimiting our scope. Our experience indicates that this fluid programming can work for at least another year as long as the size of the program remains modest.

We anticipate, accordingly, continuing on an expanded basis with our program of interpreting pupil growth and development data, increasing teacher understanding of learning dynamics, working directly with youngsters (and sometimes with their parents and/or teachers) and serving as liaison between special services.

An externship program with Michigan State University is also included in our project this year.

School District: Southfield Public Schools - 24661 Lahser Road - Southfield, Michigan 48075
Superintendent: Dr. John W. English
Contact Person: Mrs. Rita Foote - Coordinator, Guidance and Counseling - Phone 353-8300
Counselors: Martha Bailey - Brace Elementary School
Alfred Chambers - Simms Elementary School
Albert Datillio - Southfield #10 Elementary School
Mary Lou Lake - Angling Road Elementary School
Judith Levbarg - Northbrook Elementary School
Nadine Plavnick - Lathrup Elementary School
Rose Samarian - Leonhard Elementary School
James Schmidt - MacArthur Elementary School

Description of Local Setting:

The Southfield Public Schools serve the cities of Lathrup Village and Southfield, suburban communities located at the northwest edge of Detroit. Many socio-economic levels are represented. In recent years, a rapid surge in population has resulted from the migration of the urban population, the location of Northland Shopping Center, the opening of I-696 Expressway, and associated growth in business and industry. Southfield has a projected enrollment of 15,523 students and a K-6 enrollment of 8,369.

Purposes or Objectives of Project:

1. To assist all children in making maximum use of their abilities, for their own good and for that of society.
2. Early identification of the pupil's intellectual, emotional, social and physical characteristics.
3. Diagnosis of his needs.
4. Early use of available resources to meet his needs and develop his talents.

Scope of Project:

Interest in the welfare of the individual child is a concern shared by this community and the school system. Nine elementary schools have been assigned full-time counselors. The counselor works to help all children through a team effort with the classroom teachers, the building administration and staff, the community and all system programs such as health, special services, curriculum and guidance.

Southfield counselors do not regard their program as a unique service to elementary schools for they recognize the impact of classroom guidance. The counselor's contribution is rather the teamwork approach of a full-time resident pupil personnel worker who can coordinate, improve and extend services that already exist, particularly in bringing the resources of their time and special training to individual counseling with students.

School District: South Redford Schools - 26255 Schoolcraft Road - Detroit, Michigan 48239
Superintendent: Merlin D. Roe
Contact Person: Dr. J. W. Jacobs - Assistant Superintendent for Curriculum and Instruction - Phone KE5-4000
Counselors: Mrs. Janet Rasmussen - Rogers Elementary School

Description of Local Setting

The South Redford School District is a suburban area located northwest of the city of Detroit. Rapid growth occurred in South Redford between 1950 and 1960. The district grew from a semi-rural area to a heavily populated residential community within a ten or twelve year span of time. While certain sections of the district have residents and homes dating to 1920 or earlier, most of the homes are fairly new and range from medium to high priced. Considerable family mobility is occuring in the district and a recent survey of all parents of first grade, public school students indicates that 40% of the families have moved at least once during the period from 1962-67.

Purposes or Objectives of Project

The overall objective is to determine the extent to which an elementary guidance program can assist individual pupils. Specific objectives include the following:

Given a pilot elementary guidance program and a full-time consultant, said consultant should be able to:

1. Obtain responses from pupils, parents and teachers on a survey instrument which will indicate the quantity and quality of elementary guidance services.
2. Record the number of changes in the curriculum and teaching methodology to meet individual pupil needs which occur as a result of elementary guidance services.
3. Collect, record and interpret information about individual pupils.
4. Complete a self-evaluation in March and August, 1968, which will include: the number of individual pupil counseling contacts; the number of consultations with parents, teachers, and administrators; the number of referrals to outside agencies and district pupil personnel; the number of inservice orientation activities with teachers regarding testing, test interpretation, mental health, and related guidance activities; the effect of the guidance services on the underachiever; and the number of group guidance services on the underachiever; and the number of group guidance sessions.
5. Coordinate the guidance program with the total pupil personnel program.
6. Record student perceptions of their learning experiences.

Scope of Project

The elementary consultant will be viewed as a team member along with the classroom teacher, administrator, parent, and specialist. The consultant's basic approach will be preventive rather than corrective. The activities to be undertaken in this project include:

1. A Development and Evaluation Committee, consisting of the principal of Rogers Elementary School, the elementary consultant, the remedial reading teacher, the visiting teacher, the speech therapist, two classroom teachers, two parents, the guidance consultant from the Wayne County Intermediate School District, the Assistant Superintendent, and pupils where appropriate.
2. A Guidance Newsletter will be sent to parents, students, and teachers.

South Redford Schools Continued

3. A pre-school program for the purpose of information giving and gathering and intensive orientation.
4. Inservice education programs with teachers regarding testing, referrals, occupational information, guidance techniques, and record keeping.
5. Individual and group test administration and interpretation.
6. Individual and group conferences with students, teachers, and parents.
7. Consultation with parents, students, teachers, and specialists.
8. A follow-up study of sixth grade graduates.
9. Systematic self-evaluations by the elementary consultant and program evaluation through the use of survey instruments and possibly video tape.
10. Coordination with the various special reading programs at Rogers (Reading Readiness Room, remedial reading, provided by Section XII of the State Remedial Reading Act, and the After-School reading program).
11. Individual counseling which will be the heart of the elementary guidance program.

School District: Taylor Township Schools - 24715 Wick Road - Taylor, Michigan 48180
Superintendent: Simon Kachaterian
Contact Person: Gordon N. Lambie - Administrative Assistant to Director of Elementary Instruction - Phone 291-1300 - Ext. 239
Counselors: Gerald Budd - Clarence Randall Elementary School
Lillian Bullock - Blair Moody Elementary School
Karen Luecke - Edison Elementary School
Jacqueline McCullough - Kinyon Elementary School
James Moore - Taylor Center Elementary School
Fred Trempe - Taylor Parks Elementary School
Don Whited - Edgewood Elementary School

Description of Local Setting:

Taylor Township is geographically located in the fringe of the Detroit metropolitan area. It is approximately seventeen miles southwest of Detroit. Within the boundaries of the township, we are experiencing a transition from a rural to a suburban area.

The seven elementary schools participating in our pilot project are located in both the suburban and the rural portions of our township.

Purposes or Objectives of Project:

The primary purpose of our project is to assist elementary school age children in making the best possible adjustment to their individual situations.

Secondary purposes included the success of the teachers appointed remaining in the building where they previously taught vs. teachers appointed and placed in a different building, and the amount of success gained in different areas of problems handled by the guidance workers.

Scope of Project:

This project will include approximately 5,823 elementary pupils in seven of our schools. The elementary guidance workers will work with pupils, parents, and teachers. The activities include individual counseling, small group counseling, teacher counseling, individual testing when deemed necessary, working with curriculum study groups in a limited capacity, and acting as members of our Program Planning Committee in establishing curriculum adjustments for individual pupils. Monthly meetings have been established to include both guidance workers and principals for the purpose of exchanging problems encountered, ideas, and different approaches for solutions. The meetings will also be used to offer consultant services to our guidance workers. These consultants will be called from the Wayne County Intermediate School District and the neighboring universities.

School District: Warren Consolidated Schools - 29900 Lorraine Avenue - Warren, Michigan 48093
Superintendent: Paul K. Cousino
Contact Person: Richard S. Ellis - Coordinator of Pupil Services
Phone 755-0400 - Ext. 275
Counselors: Thomas Bently - Cromie Elementary School
Jack Brown - County Line Elementary School
Lawrence Gualtieri - Rockwell Elementary School
Leland Tadlock - Rinke Elementary School

Description of Local Setting:

Warren Consolidated Schools is located in southeastern Michigan in the city of Warren, county of Macomb, and is within the sphere of influence of metropolitan Detroit. The school district is situated in a suburban middle class community. Approximately 25,000 students attend Warren Consolidated Schools, grades K-12; 16,700 of these children are in the elementary grades housed in twenty-four elementary schools. The school district is the fastest growing in the state of Michigan. It is estimated that the school population will grow to 35,000 by 1970.

Purposes or Objectives of Project:

To develop a program of positive developmental guidance services that will enable, as far as possible, each child in the school to achieve maximum self-realization, effective relations with others, a practical sense of civic responsibility, and economic efficiency in carrying out the developmental and daily tasks of life.

Scope of Project:

To establish a pilot school to implement guidance services and guidance persons whose role would be:

1. To deal with the elementary school child who is beset with problems pertinent to his development and growth.
2. To recognize critical disturbances and extremities of development in children and coordinate with school special services for their referral.
3. To be a consultant to the teaching staff regarding students who are having problems (patterns of behavior and learning).
4. To consult with parents individually or in groups regarding the developmental and growth patterns of their children.
5. To assist the principal in coordinating the effective implementation of guidance services, serving as a liaison between the elementary, junior high, and senior high school regarding these services.
6. Personnel services include:
   a. individual inventory
   b. informational services
   c. counseling services
   d. placement services
   e. follow-up and evaluation services

School District: Warren Woods Public Schools - 27100 Schoenherr - Warren, Michigan 48093
Superintendent: Robert S. Tower
Contact Person: Ronald J. Marino - Assistant Superintendent - Elementary Instruction
Phone 775-1012
Counselors: Roberta Bain - Alwood and Northwood Elementary Schools
Ellen Gitlin - Westwood Elementary School
Janet Ormsby - Parkwood and Robinwood Elementary Schools
Patricia Reilly - Charwood Elementary School

Description of Local Setting:

Warren Woods is one of six school districts servicing the city of Warren, which is a suburb adjacent to the northern boundary of Detroit.

Warren Woods' five square miles covers the area roughly from 10 Mile Road to 13 Mile Road and from Hoover Road east to Hayes.

Within the last eight years, the district has grown from a rural two school, 800 student population to its present suburban status of eleven elementary schools, two junior high schools and a senior high school. Student population for 1968-69 is projected at 8,700 of which 6,000 are elementary aged youngsters.

Ultimate building needs, based on available information, call for a total of twelve (12) elementary schools, four (4) junior high schools and two (2) senior high schools by the year 1970.

The socio-economic situation of the district ranges from upper-lower class to upper-middle class. Ninety-two percent of the homes have been build within the last nine years.

Employment, basically, is white collar workers with some semiprofessionals and a few professional people in the area. There are also a number of technically skilled people residing in the school district due, in part, to the proximity of the General Motors Technical Center. Unskilled laborers constitute only a small segment of the work force.

Since a number of new schools have been erected in the last few years, we have also experienced an influx of new staff members. The district is adding between 70 and 100 new personnel each year, including new positions and turn-over. This year the district will employ approximately 400 teachers and administrators. The average age of teachers in Warren Woods last year was 27, with an experience level of 3.8 years.

Purposes or Objectives of Project:

These are some of the ways that we would propose an elementary consultant would be able to complement and improve upon existing pupil personnel services in our elementary school program.

1. Assist the individual pupil to realize the maximum development of his potentialities in accordance with his needs, interests, abilities, aptitudes and achievements.
2. Help the pupil to understand himself, as an individual, and how he is related to society's requirements and opportunities.
3. Help the pupil to understand and accept essential academic and social requirements and standards.

4. Help the pupil to gain familiarity with accepted values, customs and codes of behavior; realization of optimum educational opportunities; an acquaintance with the community, particularly its workworld and citizenship responsibilities.
5. Encourage and provide opportinities for the development of potentials, growth of social consciousness and attainment of a realistic self concept.

Scope of Project:

We envision the elementary consultant to be engaged in the following types of activities:

1. Pre-school work
2. Testing
3. Counseling
   a. With children
   b. With staff
   c. With parents
4. Working with the administrator
5. Working with community agencies and other pupil personnel services
6. Evaluating the program

School District: Waverly Schools - 5217 Lansing Road - Lansing, Michigan 48917
Superintendent: Clifford M. Marcus
Contact Person: Paul Bader - Director, Pupil Personnel Services - Phone 372-2020
Counselors: Mrs. Rhonda Barker - Stoner Elementary School
Miss Susan Aikenhead - Windemere Park Elementary School

Description of Local Setting:

The elementary pilot program for the Waverly schools will be expanded this year to include the Windemere Park Elementary School, as well as the Stoner Elementary School. The Stoner School district services children from an area of approximately nine square miles and is located just outside the Lansing school district. Approximately half the students attending the Stoner School are from urban areas; about one-fourth are from suburban developments and the remainder of the students are from rural areas and two mobile home parks which are included in the Stoner attendance area. As of September 17, 1968, the enrollment for the Stoner School was 435 students and this encompasses grades K through 5. Stoner is the second largest elementary school in the Waverly district. In general, the majority of families may be classified as lower, middle socio-economic families with a few families representing both extremes of the continuum.

The Windemere Park Elementary School is the largest elementary building in the Waverly system with an enrollment of 507 students as of September 17, 1968, K through 5. Windemere Park's attendance area encompasses two significantly different socio-economic areas. One is basically an older community which is in a period of transition from lower-middle to lower economic status. Limited building in this area, however, indicates a possible rejuvenation of the neighborhood. The other significant portion of the attendance area is composed of a large shopping center and middle to upper middle class housing and a pleasant suburban surrounding.

Purposes or Objectives of Project:

1. To assist teachers and administrators in the early identification and subsequent work with potential dropouts.
2. To marshal and bring into play all of the existing agencies that are concerned with the health and welfare of the school child.
3. To identify children with personal, social and learning problems at an early stage and work with teachers, administrators and parents to alleviate the causes of these problems.
4. To work with the total staff on in-service programs in guidance.
5. To survey the guidance areas that need to be provided in an elementary school.
6. To work with parents of pre-schoolers.

Scope of Project:

The proposed pilot program for the Waverly Schools will center around the services of a full-time guidance consultant in each building. These consultants will devote their full time exclusively to the elementary guidance program of their respective elementary schools.

PRELIMINARY EVALUATION OF
MICHIGAN'S 1968-69
ELEMENTARY GUIDANCE PROGRAMS

At the time of the compilation of this descriptive report, the analysis of the two evaluation instruments used with the 1968-69 Elementary Guidance Pilot-Demonstration Programs has not been completed. However, after a superficial tabulation of part of the questionnaires it appears that several tentative trends can be identified.

Based on the "Parents' Evaluation of Elementary Guidance" questionnaire, there seems to be a fairly high level of awareness of elementary guidance programs by those completing the questionnaire. The parent sample was selected randomly. The parent awareness of the program is almost complete where there has been some contact with the child. Most parent and child contacts were perceived as being helpful, although parents were not always specific about the ways in which the elementary counselor was helpful. The majority of those parents rating the effectiveness of the programs on a ten-point scale placed the program at the five-plus level.

Many valuable suggestions were listed. One theme detected was the desire of parents to be informed when their child was involved in the guidance services or activities at school. This should not be interpreted that all wanted to know the content of the involvement; however, they did want to be aware of the contact. The majority of parents favored continuation of the elementary guidance program. Of those remaining, they favored expansion over reduction. Overall, most parents responding saw the elementary guidance program as positively affecting their child's progress or adjustment.

A preliminary analysis of the "Counselor Program Analysis" evaluation instrument revealed the most popular activity, by number of contacts, to be individual student counseling and/or conferences. Small group counseling and group work in personal/social matters ranked second and third in numbers of students contacted. Direct student contact accounted for 77% of the counselors' contacts while 16% of the contacts were with staff and 7% with parents. Counselors were consistent in that they rated the activity having the greatest number of contacts as also being the most <u>important</u>;; the activity being individual counseling/conferences. When responding to the relative <u>effectiveness</u> of activities with students, however, they rated class and/or individual observation as being most effective.

The above statements are tentative and a complete analysis of the data may confirm or conflict with them. The complete report will be available soon.